***Revised application 3/29/05***

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

## Cover Sheet

Type of School: X Elementary ___Middle ___High School __ K-12

Name of Principal Mrs. Felecia L. Pease
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Strong Elementary School
(As it should appear in the official records)

School Mailing Address 110 North Main Street
(If address is a P.O. Box, also include street address)

| Strong, | ME | 04983 – 3008 |
|---|---|---|
| City | State | Zip Code + 4 (9 digits total) |

County Franklin School Code Number* 1735

Telephone (207) 684 – 3521 ext. 124 Fax (207) 684 – 3340

Website/URL www.sad58.k12.me.us E-mail fpease@sad58.k12.me.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent* Mr. Quenten Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maine School Administrative District #58 Tel. (207) 639 – 2086

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Gerald Pond, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

## PART I – ELIGIBILITY CERTIFICATION

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II – DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 4 Elementary schools
   - _____ Middle schools
   - _____ Junior high schools
   - 1 High schools
   - _____ Other
   - 5 TOTAL

2. District Per Pupil Expenditure: $6096.76

   Average State Per Pupil Expenditure: $5831.98

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ X] Rural

4. 18 Number of years the principal has been in her/his position at this school.

   NA If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|
| **PreK** | | | | **7** | 9 | 14 | 23 |
| **K** | 15 | 11 | 26 | **8** | 19 | 13 | 32 |
| **1** | 18 | 7 | 25 | **9** | | | |
| **2** | 8 | 3 | 11 | **10** | | | |
| **3** | 9 | 5 | 14 | **11** | | | |
| **4** | 5 | 12 | 17 | **12** | | | |
| **5** | 10 | 5 | 15 | **Other** | | | |
| **6** | 8 | 6 | 14 | | | | |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | | | | 177 |

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:

95 % White
3 % Black or African American
1 % Hispanic or Latino
1 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1 until the end of the year. | 3 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 1 |
| **(3)** | Subtotal of all transferred students [sum of rows (1) and (2)] | 4 |
| **(4)** | Total number of students in the school as of October 1 | 177 |
| **(5)** | Subtotal in row (3) divided by total in row (4) | .02 |
| **(6)** | Amount in row (5) multiplied by 100 | 2.00 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A
Specify languages:

9. Students eligible for free/reduced-priced meals: 623%

Total number students who qualify: 111

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 26 %
46 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|---|---|
| 1 Autism | ____Orthopedic Impairment |
| ____Deafness | 4 Other Health Impaired |
| ____Deaf-Blindness | 16 Specific Learning Disability |
| ____Emotional Disturbance | 15 Speech or Language Impairment |
| ____Hearing Impairment | ____Traumatic Brain Injury |
| 2 Mental Retardation | ____Visual Impairment Including Blindness |
| 8 Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | **Number of Staff** | |
|---|---|---|
| | **Full-time** | **Part-Time** |
| Administrator(s) | 1 | 0 |
| Classroom teachers | 12 | 0 |
| Special resource teachers/specialists | 4 | 9 |
| Paraprofessionals | 17 | 1 |
| Support staff | 7 | 1 |
| Total number | 41 | 11 |

12. Average school student-"classroom teacher" ratio: 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|---|---|---|---|---|---|
| Daily student attendance | 99% | 95% | 95% | 92% | 96% |
| Daily teacher attendance | 97% | 97% | 97% | 98% | 97% |
| Teacher turnover rate | 0% | 0% | 10%% | 0% | 16% |
| Student dropout rate (middle/high) | 0% | 0% | 0% | 0% | 0% |
| Student drop off rate (high school) | N/A% | N/A% | N/A% | N/A% | N/A% |

**PART III – SUMMARY**

Strong Elementary School, with an enrollment of 177 students in grades K - 8, is located in the beautiful western Maine town of Strong. Originally built in 1951 to house K – 12 students, the school became a K – 8 school with the formation of M.S.A.D.#58 in 1969. In 1996, the community gathered to rededicate an 8000 square foot addition and a major renovation to the school. Most of our classes have 14 – 25 students in them. Highly qualified and certified staff members instruct all classrooms. Four percent of the instructional staff has a Masters degree. All of the Paraprofessionals are certified.

Strong, formally known as, "The Toothpick Capital of the World," has recently formed a Strong Area Business and Civic Alliance to support present business activities and attract new business opportunities. Despite the fact that local factories and the bank have closed, the town still has 115 home-based businesses. Some parents are employed in lumbering, while others travel to work in mills, several towns away.

The community is very supportive of its school. Throughout the last several years, grants and donations have been received to help build a baseball field and playground. Both were built with volunteers. The playground construction alone had over 100 community members, children and adults, volunteering 866 hours.

Further evidence of community service can be found in other aspects of the school. Someday Main Street Strong will again be lined with trees as it was before Dutch elm disease eliminated them. Our K – 8 students have planted trees to restore this beautiful tree lined avenue. When Strong celebrated its Bicentennial, volunteers wrote a musical that our students performed for the community. Students also interact with residents of the elderly housing at school assemblies and classroom celebrations in their honor. Vegetable and flower gardens thrive at a neighboring nursing home thanks to Strong student gardeners.

Our school, which is part of M.S.A.D.#58, has been involved with grants and practices including:

- "*Century 21 Community Learning Grant",* 2001 – 2003. The purpose of this grant was to provide an after-school program for academics and enrichment. In 2004, we continued the program on our own.
- *"Rosetta Stone Software Grant",* 2004. This grant provided mobile laptop computer labs and software to each of our K – 8 schools, enabling teachers to incorporate the French instruction from the bi-weekly classes into their daily classroom activities.
- *"TPRS"*, 2001 – present. Total Physical Response Storytelling uses gestures and mnemonic devices to learn new French vocabulary at all grade levels.
- *"Reading Recovery Program ®",* 2003 – present. While this program has been in our district for many years, it is now in its second year at the Strong School.
- *"Western Maine Partnership".* Membership in this partnership provides a variety of staff development opportunities.
- *"SEED Grants".* Staff members have written classroom grants to enhance the curriculum in their classrooms.

The mission of the Strong School states: "Our Mission is to help students see school as a nurturing place, and to provide opportunities to practice responsible, caring behavior as they work to reach their fullest potential academically, socially, emotionally and physically and prepare to become productive, caring citizens of our democracy." Our motto is "Strong School – Where the best get better." Our staff and students truly believe this and so "we are."

## PART IV – INDICATORS OF ACADEMIC SUCCESS

The Maine Educational Assessment (MEA) is a criterion-referenced test designed to measurestudent and school progress in achieving the high academic standards set forth in Maine's Learning Results. The MEA, created as part of the Educational Reform Act of 1984, includes the following provisions relating to assessment: Student achievement of the learning results . . . must be measured by a combination of state and local assessments to measure progress and ensure accountability. Additional assessments to measure achievement of the Learning Results include student portfolios, performances, demonstrations and scores from the norm-reference tests, the Terra-Nova.

The 4th-grade and 8th-grade results of the MEA are the state assessments that began in the 1998 - 1999 school year. All Maine students in grades 4, 8, and 11 are included in the MEA program through one of three avenues: standard administration, administration with accommodation, and/or alternate assessment. The goal of the MEA program is to create a fair opportunity for all Maine students to have access to and demonstrate achievement of the high standards found in Maine's Learning Results.

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short "authentic" texts, selected from developmentally appropriate published works. The mathematics portion of the MEA assesses four clusters from the Learning Results: 1. Numbers and Operations 2. Shape and Size 3. Mathematical Decision Making and 4. Patterns. Students respond to questions of multiple choice, short-answer or constructed response in each of the content areas assessed. The constructed response answers are scored against a specific rubric. The MEA reports individual student as well as whole school performance in the content areas. Samples of MEA parent reports showing individual student performance, as well as school/district reports are included on the state of Maine Educational website located at www.state.me.us/education.

The Strong School has made adequate yearly progress in both reading and math in fourth and eighth grades for the past three years. The minimum score to *Meet the Standard* on the MEA is 541. Over the past three years we have increased the number of students in *Meets the Standard* in both fourth and eighth grade reading and math. In addition, the school has made steady growth at increasing the number of economically disadvantaged students in *Meets the Standard.* In fourth grade math 36% *Exceed the Standard* compared to the 2% at the state level. Of the thirty-six percent, 18% were economically disadvantaged students. The class size varies in range from one year to the next and over half of the student population in the fourth and eighth grade is economically disadvantaged. We have worked towards closing the learning gap by presenting the students with lessons that include relevant situations. The test reports from the MEA and the Terra Nova indicate that our students require additional skill using informational texts in reading and work in measurement and computation in mathematics. We use our ability to better identify individual needs to plan and deliver lessons in our small classroom settings. Other resources are also used to instruct the students. Parents are made aware of their child's area of need through goal setting 3 - way conferences that include the student. GEAR-UP assists the parents by home visits and phone contacts to help keep the home – school connection on student progress open. Students participate in the Real Game® to sharpen their everyday life skills and career skills. Homework help for students is available after school. Teacher Teaming efforts look at best practices in the classroom. Through this effort, cooperative groups are designed so that students can learn from one another.

As a school we still need to keep working for all students' needs. Our goal is to help them be successful and to try to decrease the number of students that are unable to meet the standard on the MEA and move them towards meeting and exceeding the standard.

### 2. **Using Assessment Data**

We work together to review and analyze the assessment data from classroom assessments. The MEA's send back common item analysis reports. From those we have received feedback that our

students need work in the following areas of reading: using non-fiction and informational text. Because of these results, we have added more non-fiction genre to the course work. Students are using informational text in other content areas. In the area of math content, they need work on computation and measurement. In math, we have supplemented our spiraling math series with other materials and instructional practices aimed at improving the areas of measurement and computation. Mastery of these and other math skills are being charted on checklists that include these skills, as well as other indicators from the Learning Results.

Classroom teachers, Special Education teachers, Title I staff and the GEAR-Up Advisor meet at the beginning of the year to review the common item analysis for all content areas of the MEA and other assessment data. This starts the process of brainstorming ideas for improvement. Goals for student improvement are set with the students using methods described by Ann Davies in her book, *Together is Better*.

The team meets on a regular basis to review student work and student progress towards their academic goals. Teachers make daily adjustments to their lesson to accommodate the areas in which the student may be struggling. For example, when a student is not meeting the standard in reading or math, the classroom teacher may provide support one – on- one within the classroom either by the teacher or the Title I staff. The teacher may offer tutoring after school. Within the classroom, the teacher will group the student with other students that can assist the student. The teacher also plans activities so the child will meet with success. In all cases, the parents are made aware of their child's academic strengths, areas of need and how they can support their child at home.

**3. Communicating Student Performance**

Strong School students have individual portfolios. The portfolios are collections of their work in each content area. There are checklists of standards that need to be met at each grade level. The checklists allow students to keep track of their progress and to know exactly where they stand in meeting each standard.

Parents receive reports about their child's progress toward meeting the standards in both midterm reports and quarterly report cards. Parents have been given training on how to access their child's grades electronically. This allows them to keep track of their child's grades for each content area through the Power School ® program.

Each fall three-way conferences are held in a collaborative setting where students, parents and the teacher meet to set academic and social goals. Goals are posted and reviewed often. In the spring a follow-up three-way conference is held to celebrate accomplishments.

Our Parent – Teacher Organization meetings are held monthly. The school's academic progress is discussed as well as ways to help children be successful in and out of school.
Monthly newsletters and public assemblies set a forum for the school's progress to be given to the community. Members of the media are present at the Board of Director's Meetings and report on the information from the Superintendent regarding the school's progress.

**4. Sharing Success**

We will continue to share our successes with others. Before our nomination to be a Blue Ribbon School, we have had visitors come to our school from neighboring districts as well as schools from other regions in the state. These visitors come to us because they have noticed in the newspaper where the MEA scores have been published, how well our school has done. They also come because our parents and community speak positively about our school. They want to observe the best practices in our classrooms and to have conversations with the classroom teachers. We reside in a rural area of Maine and welcome The Maine Learning Technology Initiative that keeps us in step with more populated areas of our state.

We improve by communicating with other professionals. Our school's success is shared by:

- Being a host school for small group and individual visitations
- Our willingness to travel and assist other schools
- Opening communication by E-mail
- Attending workshops/seminars
- Serving on Regional and State level curriculum steering committees and serving on Maine Educational Assessment development teams for the purpose of analysis or scoring
- Hosting grade level meetings
- Sharing newsletters
- Participating in local partnerships
- Mentoring practicum students aspiring to become teachers
- Mentoring student teachers from the local university
- Sharing with district teams
- Participating in cohort study groups

## PART V – CURRICULUM AND INSTRUCTION

The Strong School curriculum is aligned with the Maine Learning Results (approved in 1997 by the Maine State Legislature). As a school district, we adopted the Maine Learning Results in its draft form in 1996, before they became law. The Maine Learning Results provide Guiding Principles that are building blocks for students to be successful and fulfilled adults in the 21st century. The Guiding Principles state that students will be:

1. *A CLEAR AND EFFECTIVE COMMUNICATOR*
2. *A SELF-DIRECTED AND LIFE-LONG LEARNER*
3. *A CREATIVE AND PRACTICAL PROBLEM SOLVER*
4. *A RESPONSIBLE AND INVOLVED CITIZEN*
5. *A COLLABORATIVE AND QUALITY WORKER*
6. *AN INTEGRATIVE AND INFORMED THINKER*

As a means to achieve the Maine Learning Results, students are assessed throughout the different grade spans of Pre – K – 2, 3 – 4, 5 – 8, and secondary grades. Knowing that our students *should know* and *be able to accomplish* these tasks, the Strong School core curriculum includes:

**English/Language Arts:** The English/Language Arts curriculum is literature based with a strong phonetic base. Students are taught to use skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what they have read. Literature skills include: reading aloud, shared reading, guided reading, independent reading, literature circles, reader's theatre, and nightly reading. Students take the skills from the literature lessons and transfer them into their writing with daily writing assignments. Students write and speak effectively using conventions of standard written and spoken English. Students develop creative writing pieces, journal entries. Students also work, write, and speak effectively when doing research in all content areas.

**Mathematics:** The Math curriculum components include: numbers and number sense, computation, data analysis and statistics, probability, geometry, measurement, patterns/relations/functions, algebra concepts, discrete mathematics, mathematical reasoning, and mathematic communication. Each of these strands is covered along the continuum of acquisition of skills for each grade span.

**Science & Technology:** The Science & Technology curriculum content standards encompass the subject matter conventionally referred to as life, physical, earth, and space science. Inquiry and problem solving, scientific reasoning, communication, and implications of science and technology are essential skills that are embedded throughout the curriculum, rather than being taught separately. Hands on Science & Technology for Children kits have been adopted throughout the K – 8-science program.

**Social Studies:** Students study the regions of the world. Students work on understanding the rights and responsibilities of civic life and employ the skills of effective civic participation. They focus on the

history, geography, economics civics and government for each region. Skills are taught through inquiry, research, debate and in-depth cooperative learning.

**Visual and Performing Arts:** The Visual and Performing Arts curriculum encourages students to develop multiple capabilities for creating, understanding, deciphering, and appreciating an image – and symbol – laden world. Using the intellectual, emotional and physical faculties, students of the arts gain powerful tools to express themselves. Music, art and dance are integrated into the many curriculums including English/Language Arts, Science & Technology, Math and Social Studies.

**Modern & Classical Languages:** Students will develop communication skills for direct conversation and written correspondence in a second language. Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. Students will gain insights and recognize connections to other cultures through people, traditions, social practices, and historical events.

**Health & Phys. Ed.:** Students are given opportunities and ways to make healthy choices in life so they may be physically strong and ready to meets life's challenges. Students also participate in the Presidential Physical Fitness Award program. Health agencies supplement the curriculum by coming in to work with students.

**2a. Reading**

The reading curriculum at the Strong Elementary School is a program with the commonality and flexibility needed to meet the needs of each individual child. The curriculum's foundation is based on sound and word development through the *Assured Readiness for Learning®* (ARL) program that also provides beginning leveled stories. We have many students that begin their formal education poorly prepared in language and literacy skills because of economic disadvantage. According to STARTING OUT RIGHT by the National research Council, "while poverty in individual families should not be used exclusively as an identifier for children at risk, large numbers of children in poverty attending the same school create a larger than average at-risk student population."

Originally, the Whole Language approach was failing to develop vital awareness about the sound combinations within words that new readers depend upon. Our Primary students were not gaining the skills necessary to become competent emergent and beginning readers. We began using ARL because we were looking for a systematic way to provide phonemic awareness and phonics experiences for students as they began learning to read. Our Special Education teachers were introduced to Philip McInnis' ARL at a statewide conference. The staff acknowledged the need to address systematic and explicit instruction in the five elements (phonemic awareness, phonics, vocabulary, fluency, and comprehension) of the reading process and to address consistency in reading assessment for all students. All Primary teachers were trained in the ARL principles. Any new Primary teacher also receives the training.

To create a comprehensive and consistent reading curriculum that will reach all students' strengths and needs, the staff incorporates whole language, *ARL, Scott Foresman* basal series, guided reading, reader's theatre, literature based reading using a variety of genre, literature circles, book buddies, and author studies. Comprehension is taught through daily response journals, critical writing making connections to prior experiences with literature and life experiences, classroom discussion and literature circles. Nightly reading at home is assigned to encourage reading at home with a parent. Students with special needs also receive instruction through specialized individualized instruction that might include programs such as *Reading Recovery®,* the *Stevenson Reading Program,* or the *Sullivan Series.*

**3. Mathematics**

Our school encourages all students to reach their fullest potential. We offer the curriculum where each student can be successful and build from there. Students are assessed at their level. The acquisition of skills for each of the strands in Mathematics of the Maine *Learning Results* is delivered to them upon mastery of each prior step on the continuum.

Students are taught math skills using a variety of methods. The daily math board in the Primary classrooms exposes students to the calendar, coins, patterns, place value charts, telling time, and graphing. The primary math text that we use is SAXON. Students are taught the basics and enriched with *Math Super* Stars, and math labs that encourage higher level thinking skills, problem solving strategies, as well as cooperative communication skills. Other programs used include *Math Their Way, DPA, Investigations*, and various workbooks. Math manipulatives, and real life experiences help students understand the importance of math in their lives.
These early math activities provide a solid foundation for the more complex skills taught in the higher grades to build upon.

Students in grades 4 and 5 run the school store, Best Buy Supply. Under the direction of the teacher, they order the products to be sold and work at the store. The business includes using computer technology for advertising, book keeping, and graphing profits as well as product inventory. Students in the primary grades have been involved in the *Junior Achievement* program. Student collections of monies to help those less fortunate build more than just math skills.

Providing a sound curriculum and places to practice those skills successfully have helped our students to hone their skills in math, writing, oral expression, and team building.

**4. Instructional Methods**

The staff at the Strong Elementary School understands clearly that what students bring to school as learners matters in how they learn. Staff members have attended conferences and brought back resources to assist in different instructional practices. In grade level and content based meetings, conversations continue on how to present materials so all students are successful and to talk about best practices for the classroom. A brief overview of how instruction is delivered includes using a multi-modal approach, cooperative learning groups, small and large group lessons, mini-labs/workshops, centers and student goal setting. Students receive instruction in cooperative groups at their level in a challenging meaningful way.

Teachers and students are both supported by the use of technology in grades K – 8. A mobile laptop lab, obtained by dedicated teachers who saw a need and wrote a grant, is available to students in K – 8. One to one laptops are available to students in grades 7 – 8. In addition to the laptops, two stationery computer labs with seventeen computers each are available to all students. Classrooms also have computers in them. Students are able to access materials and resources at their level given the amount of technology available. *Rosetta Stone*® software is available to supplement the French instruction that is delivered to all students in grades K – 8. Teachers and students present material using power point, web searches and LCD projectors.

A strong special education department supports the students and staff. Given that 26% of the schools population is special needs, teachers are supported by being given information on how to adapt and modify their curriculum for all to access. Instruction and support of special needs students is done by Special Education teachers and educational technicians in the regular classroom whenever appropriate. Students from the severely and profoundly challenged program are mainstreamed for appropriate classes and activities.

Title I services are offered to students in grades K – 8 for both reading and math. *Reading Recovery®* is offered to students in grade 1. Students receive instruction in cooperative groups at their level in a challenging meaningful way.

**5. Professional Development**

Professional development is supported financially at the building and district level. The district budget contains over $50,000.00 per year for professional and paraprofessional staff development.

District and School goals set the direction for professional development. Knowing the areas that our students need improvement in directs the conversations held at staff meetings, team meetings, and grade level meetings across the district. Monies are use to send staff people to regional, state and national conferences. Staff attending, set an agenda to attend the sessions that will give them the information to address our students' areas of need. Upon return, it is expected that they will share that information with their colleagues. We currently have federal funds from No Child Left Behind Title IIA supporting teachers who are working on their Masters Degree in literacy. Their learning is being shared with the literature teachers in the school and the district.

The professional development days, built into the calendar, are designed to work on professional development needs regarding curriculum and assessment. We use the 6 District Workshop Days, 5 Early Release Days and substitute days to review our own school's data, look at our own curricular needs grade by grade and develop meaningful assessment that can inform teaching. This is important since we are so rural it is not uncommon to be the only teacher for your grade level in the building.

## PART VII – ASSESSMENT RESULTS

The Maine Educational Assessment Tests are given each year to 4th, 8th and 11th grade students. The scores are given as follows:

Exceeds the Standards (561 – 580) The quality of a student's work at this level of proficiency exceeds the standards of performance as identified for Maine's *Learning Results*.

Meets the Standards (541 – 560) The quality of a student's work at this level of proficiency meets the standards of performance as identified for Maine's *Learning Results*.

Partially Meets the Standards (521 – 540) The quality of a student's work at this level of proficiency partially meets the standards of performance as identified for Maine's *Learning Results*.

Does Not Meet the Standards (501 – 520) The quality of a student's work at this level of proficiency does not meet the standards of performance as identified for Maine's *Learning Results*.

Students excluded from the MEA's were assessed using the Personalized Alternative Assessment Portfolio (PAAP). A team at the state level assesses the PAAP assessment.

| FOURTH GRADE READING | 2003-2004 | 2002-2003 | 2001-2002 |
|---|---|---|---|
| Testing Month | March | December | December |
| **SCHOOL SCORES** | | | |
| School Mean Score | 547 | 535 | 538 |
| % At or Above Partially Meets the Standard | 100% | 100% | 96% |
| % At or Above Meets the Standard | 82% | 31% | 39% |
| % At Exceeds the Standard | 9% | 0% | 4% |
| Number of students tested | 11 | 16 | 23 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 2 | 1 | 0 |
| Percent of students alternatively assessed | 15% | 12% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| Economically Disadvantaged % of students in this group | 54% | 82% | 58% |
| % At or Above Partially Meets the Standard | 45% | 81% | 52% |
| % At or Above Meets the Standard | 27% | 35% | 17% |
| % At Exceeds the Standard | 0% | 0% | 0% |
| | | | |
| STATE SCORES | | | |
| State Mean Score | 540 | 539 | 538 |
| % At or Above Partially Meets the Standard | 92% | 89% | 91% |
| % At or Above Meets the Standard | 50% | 49% | 49% |
| % At Exceeds the Standard | 1% | 1% | 1% |

| EIGHTH GRADE READING | 2003-2004 | 2002-2003 | 2001-2002 |
|---|---|---|---|
| Testing Month | March | December | December |
| **SCHOOL SCORES** | | | |
| School Mean Score | 541 | 542 | 533 |
| % At or Above Partially Meets the Standard | 100% | 97% | 91% |
| % At or Above Meets the Standard | 52% | 62% | 9% |
| % At Exceeds the Standard | 0% | 8% | 0% |
| Number of students tested | 21 | 26 | 22 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 1 | 0 | 0 |
| Percent of students alternatively assessed | 5% | 0% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| Economically Disadvantaged % of students in this group | 60% | 69% | 58% |
| % At or Above Partially Meets the Standard | 57% | 65% | 45% |
| % At or Above Meets the Standard | 28% | 38% | 9% |
| % At Exceeds the Standard | 0% | 4% | 0% |
| | | | |
| STATE SCORES | | | |
| State Mean Score | 536 | 537 | 537 |
| % At or Above Partially Meets the Standard | 87% | 88% | 87% |
| % At or Above Meets the Standard | 37% | 45% | 43% |
| % At Exceeds the Standard | 1% | 1% | 1% |

| FOURTH GRADE MATH | 2003-2004 | 2002-2003 | 2001-2002 |
|---|---|---|---|
| Testing Month | March | March | March |
| **SCHOOL SCORES** | | | |
| School Mean Score | 552 | 551 | 540 |
| % At or Above Partially Meets the Standard | 90% | 100% | 92% |
| % At or Above Meets the Standard | 72% | 71% | 36% |
| % At Exceeds the Standard | 36% | 24% | 4% |
| Number of students tested | 11 | 17 | 25 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 2 | 3 | 0 |
| Percent of students alternatively assessed | 15% | 15% | 0% |
| | | | |
| SUBGROUP SCORES | | | |
| Economically Disadvantaged % of students in this group | 54% | 85% | 56% |
| % At or Above Partially Meets the Standard | 36% | 82% | 48% |
| % At or Above Meets the Standard | 27% | 59% | 12% |
| % At Exceeds the Standard | 18% | 18% | 0% |
| | | | |
| STATE SCORES | | | |
| State Mean Score | 534 | 532 | 530 |
| % At or Above Partially Meets the Standard | 80% | 71% | 72% |
| % At or Above Meets the Standard | 32% | 28% | 23%% |
| % At Exceeds the Standard | 2% | 3% | 2% |

| EIGHTH GRADE MATH | 2003-2004 | 2002-2003 | 2001-2002 |
|---|---|---|---|
| Testing Month | March | March | March |
| **SCHOOL SCORES** | | | |
| School Mean Score | 543 | 538 | 537 |
| % At or Above Partially Meets the Standard | 90% | 96% | 91% |
| % At or Above Meets the Standard | 57% | 29% | 36% |
| % At Exceeds the Standard | 5% | 0% | 0% |
| Number of students tested | 21 | 24 | 22 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students alternatively assessed | 1 | 0 | 1 |
| Percent of students alternatively assessed | 5% | 0% | 4% |
| | | | |
| SUBGROUP SCORES | | | |
| Economically Disadvantaged % of students in this group | 60% | 67% | 57% |
| % At or Above Partially Meets the Standard | 48% | 63% | 45% |
| % At or Above Meets the Standard | 19% | 21% | 27% |
| % At Exceeds the Standard | 0% | 0% | 0% |
| | | | |
| STATE SCORES | | | |
| State Mean Score | 529 | 528 | 527 |
| % At or Above Partially Meets the Standard | 68% | 67% | 60% |
| % At or Above Meets the Standard | 22% | 17% | 21% |
| % At Exceeds the Standard | 1% | 0% | 1% |